A GUIDANCE PROGRAM IN THE SECONDARY SCHOOL

GUIDANCE, ONE PHASE OF THE PUBLIC SCHOOL PROGRAM IN FLORIDA SECONDARY SCHOOLS

IONE SPIVEY

A Guidance Program in the Secondary School.

Guidance, one phase of The Public School
Program in Florida Secondary Schools.

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Preface.

Interest in guidance comes from a recognition of its need in the secondary school. Need for the program is based on the following observations: A large percentage of pupil drop-outs in the secondary school, marked truancy and indifference, high percentage of failures in the ninth grade.

An attempt has been made to explain the fundamental principles underlying the guidance movement as it is related to the public schools. Many illustrations of actual procedures are given and many suggestions made for improving practices.

A plan showing how guidance may be introduced in the secondary school is developed.

Its purpose is to give a conception of guidance which will enable teachers and administrators to see the relation of guidance to other phases of education, recognize its need and be motivated to guidance planning.

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Ione Spivey

CONTENTS

PART ONE

CHALLENGE

A Guidance Program

in

The Secondary School

A Guidance Program in the Secondary School.

American society has adopted the public school as a major agency for improvement of the social order. It is assumed that through the influence of its schools each succeeding generation will be better prepared for living than the preceding generation. "It has become the responsibility of the schools to accept at least three kinds of responsibilities to the children:

(1) the responsibility for teaching knowledge and skills,

(2) the responsibility of sharing in the routine duties of the school,

(3) the responsibility of counseling and advising with individual pupils on their problems connected with

(a) choice of educational experiences,

(b) choice of a vocation in which they can succeed and be happy,

(c) development of desirable personality, character and citizenship traits, and attitudes." [1]

It is with the responsibility for counseling (guidance) with which this paper is concerned.

Although the need for help has always existed, recent social and economic changes have made it increasingly necessary to make more definite provision for certain forms of guidance in our public

[1] Florida School Bulletin, Vol. 9, January, 1947.

schools.

The first condition that we shall consider is the changing state of home. In Colonial times, the home exercised a large influence in industrial training. In the activities of the home, the boys and girls had a real part; they learned by observation, experience, instruction and grim necessity many things which young people of today have not learned and may never learn except through accomplishments. In the farm home nearly everything that was needed was produced on the farm.

The members of the family had many duties -- weaving of cloth, curing of meat, drying and preserving fruit, knitting socks and stockings, making tallow candles, hewing of timber for houses and making shoes from tanned leather.

In lowland sections rice was raised, picked by hand and used for food.

The farmer had to be a man of all trades. He had to do the work of farmer, carpenter, blacksmith and machinist. The children of his household learned to do such chores as milking cows, feeding stock, building fires, making butter and sewing and cooking and performing many other tasks necessary in the home.

Gradually the condition of the home has changed, for it no longer occupies the position in training that it once did. The fathers are away from home most of the day, and, in many cases,

the mothers too, which leaves the boys and girls free from guidance a large portion of the time. As a result children assumed more freedom, choosing largely their friends and amusements. For this reason, there was a gross neglect of doing things that they should do which was reflected to a marked degree in the school. These changed conditions have operated to place upon the school added responsibilities.

There have been many changes in the field of labor and industry which have increased the need for guidance. Modern life demands that production be speeded up, industry specialized and that each individual learn to do some one thing speedily in order that large products may result. This specialization calls for specific guidance in some organized form to cope with the situation. Choice of a life work, if it is intelligent, must consider these changes.

Production has been so speeded up by the use of labor-saving machinery that millions of workers have been thrown out of employment. War activities placed individuals into employment again which temporarily relieved matters but we know that the the present time occupational changes are bewildering. When we stop to consider that unemployment is gradually increasing in many sections of the United States and that mechanical efficiency is increasing, we are unable to predict the situation that will confront young

people in the future. Of one thing we are certain - that the choice of a life work is so complicated and difficult that the young person needs assistance.

Growth and changes in the character of the population have a far reaching influence upon guidance. "Statistics show that the population of the United States has changed from 3,929,214 in 1790 to 131,669,275 in 1940."[1] Although immigration has been considerably restricted in recent years, our population has increased so much in number that conditions of living and industry have changed and the problems of transportation and production have increased in complexity. Likewise the nation has changed from one that was predominantly rural to one that is over half urban. There have been great changes in all kinds of occupations, in living conditions, in labor problems and in schools. Problems of maladjustment have arisen which must be consciously provided for and in a definite, organized way.

Another factor of great importance in guidance is the change in birth rate and death rate. Trends show that at different times there is much variation in the number of deaths and births. Such changes will affect our entire social, economic and educational situation and greatly increase the problems of young people. This condition will place upon the school the proper caring for of different sized groups through the high school.

[1] Statistical Abstract of the United States, 1942, p. 2, Government Printing Office, Washington, 1943.

In early Colonial times, educational demands were few. Early needs were based on the belief that everyone should be able to read the Bible and to write to their families and friends across the sea about their new homes in America. This duty originally evolved upon the home, however, it was soon recognized that many homes were unable to give this training. The Colonists, therefore, provided early Reading and Writing Schools to meet this need. Thus, as the need for trained leaders arose the Latin Grammar Schools came into being. These schools had considerable influence although attendance was not compulsory. That change in educational needs was recognized is evidenced in the spread of academics, in growth of private schools and in the establishment of the public high school. This increase in the amount of general education demanded showed that the American people were convinced that education is a national asset and that it pays to keep children in school as long as possible.

We feel safe in saying that the present educational demand is on a higher level than ever before. Today it is necessary for a boy or girl to have a high school education if the individual would succeed in almost any line. This fact, combined with compulsory attendance laws, the increasing age requirement for leaving school and changes in the laws regarding employment of children have helped to keep boys and girls in school for a longer period of

time. Here is another opportunity for the school to use guidance.

Since 1930, a change in the fundamental philosophy of the school as regarding promotion has also increased the holding power of our public schools.

In many sections industry does not want to employ boys or girls under eighteen or twenty to work. This means that the school must provide for them. On the other hand, many boys and girls that should be in school have withdrawn for various reasons -- principally from lack of interest.

Our schools are not organized at present to the extent that all who are best fitted to obtain an education may do so. Careful guidance to the end that success may be assured should be given through continuous education.

One of the most serious problems arising from economic, industrial and social conditions is that of leisure time. The choice that the child makes of using his leisure time is very difficult because there are so many ways in which he can use his time. Some desirable avenues are: sources of amusement, various kinds of games, art centers, music, vocational skills and libraries.

The effects of social, industrial and economic change and development upon moral and religious life are dynamic. The church no longer occupies the place of leadership that it once did; religious activities in many cases are depressed and churches are

are struggling for existence. I would not say that there is less religion in America, but that the religious customs and moral standards have changed. It should be the responsibility of the church and home to give guidance concerning moral and religious problems. If this responsibility is not assumed by these institutions, the public will look to the schools for a solution.

These far-reaching changes in social, economic, industrial and educational conditions will necessitate radical changes in our social program. It is apparent, then, that it is increasingly necessary that our young people have the proper guidance. The home, the church, the state and the school should accept the responsibility in a cooperative effort. The greater responsibility will likely be placed on the school since it has the children most of the time and the the most impressionable age.

Guidance is based upon the fact that everyone needs assistance at some time of his life; some will need it constantly and throughout their entire lives, while others need it only at rate intervals. The time that the child needs guidance may seem to us unimportant, but that is far from true. The time to help the child is when he needs it.

The derivation of the word "guide" according to the Winston Simplified Dictionary is Old French "guier" meaning to guide. To

guide means to direct; to direct in a path or course; to influence; to govern by counsel. It is with the meaning of governing by counsel that we are concerned. Guidance then would have the meaning of governing by counsel. It has a deeper meaning than just telling a person what to do. A clever person could perhaps follow the instructions but the average person would demand of you to show them how to do it. Guidance then would connote assistance on the part of the one guiding. It involves personal help that is given to the pupil to assist him in deciding when he wants to go, what he wants to do, or how he can best accomplish his desire. Its purpose then is "to assist the pupil through counsel to make wise choices, adjustments and interpretations in connection with critical situations in his life in such a way as to insure continual growth in ability for self-direction."[1]

The desire for guidance, self-analysis, and self-study is prevalent among all people in all conditions and walks of life. Evidence of this fact is found in all the recorded history of the human race. Guidance from the beginning was concerned chiefly with vocational choices of students. It was later extended to include different kinds of guidance. In its present concept guidance is not limited to vocational matters; it includes all of youth problems.

More recently the term has been broadened to include what is

[1] Jones, Arthur J. "Principles of Guidance" frontispiece McGraw-Hill Book Company, Inc. New York.

now called "counseling", which is concerned with the direction of all aspects of learning, including personality development. Counseling may be though of as an endeavor to help boys and girls make the educational, personal and social adjustments within the school community which will prepare them for life.

Although the secondary school has been the predominant place of guidance, it is not peculiar to it. Good education from the earliest grades through the high school includes guidance from understanding teachers, principals, and counselors.

Probably the most crucial field of guidance for the majority of American children lies in the elementary school. "There is a rapidly growing recognition of the fact that successful guidance at the secondary-school level must be superimposed upon more fundamental guidance or adjustment programs which reach children in their earlier or more formative years."[1] There is also a recognition that the greatest number of children can be reached during the primary grades and that preventive adjustment measures call for more significant type of guidance here than do attempts to remedy serious problem situations which have been allowed to develop. It seems that the logical place to begin guidance is the time that the child enters school.

While elementary schools have probably advanced more than secondary in recognizing and studying individual differences and

[1] Department of Elementary School Principals of the National Education Association (1940) pp. 305-306.

in meeting the needs of individual children in the classroom, definitely organized programs in the elementary school are rare.

It is apparent that guidance is inherent in every part of the school that attempts to help pupils adjust, make choices and decisions. From this point of view guidance is a function that pervades all aspects of the education program, including instruction, administration, curriculum, co-curricular activities, relations of community and civic responsibilities. Guidance leads to focusing attention on the learner, his needs and problems, rather than on the subjects that he is taking. It affects the administration of the school in matters of flexibility of schedules, disciple, matters of school-community relationships, regulations concerning attendance and co-curricular activities.

The beginning of the guidance movement in this country is found in the work of Dr. Frank Parsons who formed the Vocation Bureau in 1908. One year after its formation the Boston School Committee asked the Bureau to outline a program along this line. Soon afterward this program was put into effect and has continued in effect with modifications to the present time. The earliest occupational studies were published in 1910 and 1912. During the next five years, studies describing vocational experiences of young people and the industries and occupations in the community were made. Very influential in this development were the various

conferences on Vocational Guidance. One was held in Boston in 1910. Another conference of a similar nature was held in New York in 1912; and in 1913, the National Vocational Guidance Association was founded at a meeting in Grand Rapids, Michigan.

Since that time, the movement has grown very rapidly. By March, 1944, there were 73 branch associations of the National Vocational Guidance Association and a total paid membership in February, 1944, of 2,574, of which only 74 were members-at-large.

The "Vocational Guidance Magazine", begun in 1915 as a modest four-page bulletin, contained on March 1, 1944 a mailing list of 5,632. These facts concerning the history of the association are quoted from "History of Vocational Guidance" by John M. Brewer.

Since this paper is concerned largely with a specific program of guidance, only the major steps in the guidance movement are given.

Guidance of all kinds has a common purpose which is to assist the individual to make wise adjustments, choices and decisions concerning critical life situations. This is done through (1) information that he has helped to secure, (2) habits, techniques, attitudes, ideals and interests that he has helped to develop; and (3) wise counsel which is given him in helping him make adjustments and choices.

The school may assist the pupil in making decisions concerned

with school, with vacations, and with leisure time.

Problems that confront pupils are quite different in kind and method of solution. They may concern an individual or the group. Because of this fact it is impossible to classify them in water-tight compartments. Sometimes a problem may be so predominantly of one kind as to make such a classification possible, but it is usually true that elements of many problems are contained therein.

The classification or grouping of problems is unsatisfactory at best, for there are many sides to the situation and many angles from which to view it, but the center of each problem lies in the individual and in his relation to others and to himself.

Any condition in the home which is unwholsome may present one situation to one child in the family and a far different situation to the other. The problems growing out of these situations are still more varied. They may involve the home, the school, the church, the vocation and many other areas.

Arthur J. Jones in "Principles of Guidance" gives a classification[1] of problem areas and conditions as follows:

1. Health and physical development conditions:

    a. Physical defects - sight, hearing, speech, deformity.

    b. Inability to excel in athletics.

    c. Lack of physical coordination.

[1]Jones, Arthur J., "Principles of Guidance" p 54, McGraw-Hill Book Company, Inc. New York.

d. Lack of physical vigor.

e. Malnutrition

f. Physical unattractiveness

g. Sickness

h. Undersize or oversize

2. Home and family relationshipss; conditions:

a. Dominance of parents

b. Lack of home fellowship

c. Lack of control by parents

d. Broken homes - death, divorce, separation.

e. Home duties - too few er too many

f. Jealousy or friction among children

g. Non-wholesome home conditions - physical, social, moral

h. Disapproving family

i. Lack of cooperation with school

3. Leisure time.

Conditions:

a. Lack of interest in sports and games.

b. Inability because of poor health or physical handicaps to engage in sports

c. Limited resources for enjoyment

d. Lack of interest in reading

e. Lack of skill in handicraft

4. Personality.

Conditions:

a. Extreme sensitiveness

b. Shyness

c. Lack of aggressiveness

d. Strong aversions

e. Self confidence or its lack

f. Excessive conceit, egotism

g. Carelessness

h. Inability to get along with people

i. Delusions

j. Lack of sportsmanship

k. Inferiority complex

l. Superiority complex

m. Lack of social mindedness

n. Emotional instability.

5. Religious life and church affiliations.

Conditions:

a. Religious doubts and conflicts.

b. Extreme religious attitude of parents

c. Conversion

d. Excessive religious activity

e. Apparent conflict between science and religion.

6. School.

Conditions:

a. Budgeting time

b. Ineffective study habits

c. Lack of application

d. Lack of independence

e. Too much help given by teachers

f. Lack of interest in school work

g. Feeling of boredom

h. Inability to see value in certain subjects

i. Fear of failure

j. Unwillingness to put forth effort

k. Dislike for teacher or for school

l. Too long assignments

m. Impatience with slower pupils

n. Poor study conditions in school or at home

o. Lack of adjustment of work to mental ability of pupil

p. Poor preparation

q. Too much attention to athletics or other student activities

r. Poor orientation in general

s. Feeling of injustice

t. Feeling that no one takes an interest in him.

u. Poor choice of school or of subjects

v. Choice of school or college

w. Planning work in preparation for college

x. Truancy

7. Social (including moral and civic)

Conditions:

a. Cheating, lying, stealing

b. Lack of moral standards

c. Manners

d. Anti-social tendencies

e. Racial handicaps and antipathies

f. Insufficient social life

g. Excessive social life

h. Unwise use of leisure

i. Smoking and drinking

j. Discourtesy

k. Rebellion against authority

l. Intolerance of others beliefs and opinions

m. Choice of friends of opposite sex

n. Petting and necking

o. Flirting

p. Disappointment in love

q. Being in love

r. Unreasonable restriction on friendships with opposite sex

s. Sex perversions

t. Double standards of morality

u. Low ideals of civic responsibility

v. Unwillingness to assume citizenship duties

w. Inability to choose leaders wisely

x. Unwillingness to follow chosen leaders

y. Unwillingness to accept responsibility as a leader

8. Vocational

Conditions:

a. Insistance by parents on a certain vocation

b. Inability to choose among several vocations

c. Unwise choice of vocation

d. Determining fitness for a given vocation

e. Choosing the best preparation for the vocation

f. Lack of time or money to secure the preparation necessary for the vocation chosen

g. Lack of opportunities in the vocation chosen

h. Difficulty in finding a job

i. Difficulty in adjustment to the conditions of the job.

He stated that this list was incomplete and that any teacher or counselor could add many more items from his experience, that there was much overlapping and that it covered fairly well the main conditions out of which problems arise.

A problem must possess the following characteristics if it is to be a real problem to a pupil. It must constitute an obstacle to the individual's progress; it must create a desire to know or to do.

Much of the so-called problem work is futile because it fails to challenge the pupil to action or to possess any intrinsic value for him. It is the duty of the director to steer the pupil in the right course in line with his present needs. The pupil must realize that he has a problem; he must have a desire to solve the problem; he must be willing to accept help in its solution and to make adjustments. The aim then of guidance in problem solving is the development of the individual to the extent that he may make proper adjustments.

How is guidance related to education? This question is certainly a vital one and one I feel sure would be answered in different ways according to the individual's conception of education. Education may be defined as representing an attempt on the part of society to guide and direct the growth of its members into worthwhile and satisfying lives. This concept does not

completely identify guidance for it does not provide for the all important effort in self-direction of the individual himself in his education. In the second place, not every form of assistance is guidance. When the assistance is so directed that it helps the individual to make choices, that constitutes guidance.

"Viewing the life of the individual as a whole, guidance may be said to have as its purpose helping the individual to discover his needs, assess his potentialities, gradually to develop life goals that are individually satisfying and socially desirable, formulate plans of action in the service of these goals and proceed to their realization."[1]

In guidance there must be education if it is purposeful, but all education does not have the guidance element. Education may take place, and often does, through the effort and initiation of the individual alone.

We should make a careful destinction between all of the things that make it possible to guide wisely and the act of guidance. Records, testing and test results, fundamental habits, specific skills are all necessary in making wise choice, but it is not until the teacher or counselor makes use of them in a conscious effort to assist the child in making a choice that guidance actually exists.

[1] Thirty-Seventh Year Book of the National Society for the Study of Education, Part 1, Chapter 1, 1938.

The functions of a school guidance program are:

"Maintaining a school census, encouraging good attendance by understanding and helping to alleviate causes of absence; keeping complete cumulative records as a source of information about individual pupils; studying the individual's background, abilities, handicaps, interests, goals and needs; testing of abilities, achievment, aptitudes; assisting the individual in his educational planning; providing vocational information, counselling concerning choice of vocation, placement, and follow-up; personal counselling; maintaining school facilities and practices conducive to physical and mental health and providing school health services and making special provisions for exceptional children."[1]

The development of pupil personnel and adjustment services of the public schools constitutes an interesting study in the history of education in the United States. The basic importance of public education was recognized early in the Colonial period, but little thought was then given to the problems which would concern all the pwople of all the children.

Certain factors throughout the past sixty years have exerted influences which have led the schools to set up separate departments and agencies for the school. To assist the teacher in the application of scientific principles and techniques and to increase the effective

administration of the entire school program definite service agencies have been formed.

The most recent influence which has given stress on pupil personnel and adjustment has grown out of the research in child development. It has become vitally important to know all that we can about the child - his background and his daily experiences at school and in the home or community. This new interest in the child is evidenced in case studies, clinical approaches, and observational and anecdotal records.

Guidance service and personnel services overlap but they may not be entirely synonymous. Some guidance services are performed by members of the school staff who are not personnel workers and personnel workers perform some services that are not guidance services.

In the treatment of guidance, services may be rendered by:

(1) those whose main function is teaching

(2) by those whose main function is supervision and administration

(3) those whose main function is personnel work

(4) those like the school doctor, school nurse, pychiatrist, or the visiting teacher.

It is apparent that guidance is inherent in every part of the school program that is attempting to give assistance to pupils.

Adequate guidance requires the cooperation of all departments of the school, administrators, teachers, specialists and personnel workers.

There are many places for guidance in the educational progress of the pupil: (1) at the end of the compulsory attendance age; (2) the beginning of junior high school; (3) the completion of junior high school; (4) entrance to the senior high school; (5) the completion of the senior high school; (6) entrance to college; (7) leaving school for other causes; (8) entrance to an occupation.

There are some educators that believe that specialized personnel is not necessary for good guidance. The principal is to furnish the coordination and the classroom teacher the needed assistance. Guidance is a function of the whole school and the principal or superintendent who cannot conceive of it in that way fails to understand the true meaning or relationship of guidance.

In the early days of the guidance movement, the emphasis was on the specialist. The opinion was prevalent that since he was the one that was trained for his qork, guidance should be his responsibility. We agree that we need more and better psychologists, psychological counselors, school social workers, psychiatrists, reading specialists and experts in vocational, and educational guidance.

Some people have swung too far in the other direction and

and would give the teacher the guidance responsibility to the exclusion of the guidance specialist.

Ruth Strong recently expressed herself on this subject.

"At last we have extricated ourselves from the "either-or" attitude toward guidance - the attitude that guidance is the sole responsibility of either specialists or teachers."[1]

Specialists, administrators and teachers all make essential contributions to the development and guidance of each pupil. Through the modern curriculum, help is extended to every pupil in the solving of vocational and academic problems. Methods of instruction make provision for initiative, self-direction and ability to understand widely different individuals in the ways of working together that are most effective. Each aspect of school life becomes a possible instrument of guidance which the alert director must recognize.

If the whole school does not become an instrument of guidance, the guidance specialist will be handicapped. Teachers who do not have the personnel point of view create more problems than a whole staff of guidance specialists could solve.

We shall consider three kinds or classifications of guidance in their relation to each other and to other aspects of the educational program. Educational choices and adjustments are dependent

[1] Ruth Strong, Guidance Thru the Whole School, NEA Journal, p.200, March, 1947.

on vocational choices and plans as well as upon personal and social characteristics.

Educational guidance, insofar as it can be distinguished from these other aspects of guidance concerns itself with assistance given to pupils in making choices and adjustments relating to schools, courses, and school life.

Vocational guidance has been defined as the assistance that is given in connection with choosing an occupation. The immediate objective of vocational guidance is to relate interests, abilities, aptitudes and characteristics to a more or less specific area of occupational activity. These characteristics of each individual should then be considered in relation to available occupational opportunities and the training requirements involved.

The organization, objectives and procedures of all kinds of guidance are not essentially different. Similar types of information are required regarding the characteristics of the individual, -- physical condition, intellectual and educational status, emotional adjustment, home and community background, basic interests and special aptitudes and abilities. Since the objective here is "vocational" in nature, guidance should lead to a tentative choice in the case of younger children. When the child is more matured it will lead to a more permanent field. Inasmuch as one of the

major life activities of most persons is a vocational career, the importance of making a suitable choice is of vital importance.

The characteristic aspects of guidance are indicated by the following definitions:

"All desirable types of guidance are merely different phases of a single program whose purpose is to build the happiest and most fully integrated personality possible upon the foundation which nature and previous experience have provided the individual."[1]

"Guidance is regarded as a process of helping students to help themselves through a better understanding of themselves and of the conditions which they are to meet."[2]

"Vocational counseling is directed to the objective of advising or assisting students to choose an appropriate occupational goal and to make plans and progress towards the attainment of that goal. To be effective this counseling should be preceded by an individualized diagnosis of vocational and educational aptitudes, abilities, interests and personality traits.

Following such a diagnosis, the counselors assists the students by means of the interview to understand and interpret the obtained data with reference to selecting an appropriate occupational goal."[3]

Another phase of guidance is classed as personal and social.

[1] Trabue, M.R. 1944, President, National Vocation Guidance Assoc.

[2] Manuel, Herschel T., "The Guidance of Youth", P. 70 "Score Card on Guidance" item 17, California Test Bureau, Bulletin 15, p. 2.

[3] Schneidler and Patterson in Encyclopedia of Research, 1941 p. 289, California Test Bureau, Bulletin 15, p. 2.

It calls for a sympathetic understanding of the adolescent during the most interesting and least understood period of his life. Personal guidance refers to help given to a person as a growing, developing personality who is working out an integrated pattern of life. It is based upon the democratic concept of the worth of the individual as an individual.

According to a "Report of the White House Conference" a modern vocational guidance program[1] would include the following:

1. Careful study of the individual through mental and other tests, and by adequate records.
2. A counseling service staffed by qualified vocational counselors.
3. A curriculum provision in which vocational and educational guidance is emphasized.
4. Adequate opportunities for vocational training, including try-out courses.
5. Publication and distribution of suitable occupational and educational pamphlets.
6. Placement machinery for obtaining positions and supervising employment for young workers.
7. Scholarships and similar aids for retaining boys and girls in school.
8. Cooperation with other agencies in vocational guidance.

[1] Preliminary Report of White House Conference, Child Health and Protection.

The general aims of personal guidance are as follows:

1. To assist the individual gradually to develop life goals that are socially desirable and individually satisfying.

2. To help him plan his life so that these goals may be obtained and to integrate his activities with reference to these goals.

3. To help him grow consistently in ability to adjust himself creatively to his developing life goals, to recognize his limitations and his strengths, and to build out his own peculiar powers and interests an enriched and resourceful personality.

4. To assist the individual to grow consistently in ability to live with others so effectively that he may promote their development and his own worthy purposes, that he may experience the satisfactions that come from association with different kinds of people and that he may be a partner with those who seek to provide a better society in which to make a living and to live.

5. To help him grow in self-directive ability.

"Surveys of personal work have found these problems to be common among high school pupils: discrepancy between scholastic aptitude and school achievement, reading ability below the level required for doing the work of the grade, inappropriate plans for doing the work for continued education, failure to learn about

financial aid that would make suitable higher education possible, choice of vocation based on inadequate knowledge of oneself and of vocations and vocational trends, personal maladjustments of many kinds, problems of family relationships, feelings of social inadequacy, problems of boy-girl relationships, health below par and incorrected physical defects."[1]

If a guidance program is to be effective it cannot stand aloof from the rest of education. It must be related to the entire school program. It must be concerned with the curriculum, with instruction, with home and community conditions and with world problems. Sound general and specialized education is the soil in which effective pupil personnel work flourishes.

The general aims for the school program are:

1. An administrator that has enthisiasm and knowledge of conditions that make effective guidance possible. One who will select his staff with reference to their guidance qualities, establish a fine relationship with them and help them to carry guidance responsibilities in their positions as homeroom teacher, subject teacher, teacher counselor and club or assembly sponsor. He will, with the help of the teachers, formulate the philosophy of school, develop school policies, policies concerning marking, reports to parents, promotion, discipline,

[1] Strang, Ruth, Guidance Through the Whole School, NEA Journal, p. 201, March, 1947.

attendance, health program and other phases which facilitate guidance. He will continuously revise the curriculum and make adjustments in programming to meet pupils' needs.

2. An expert guidance worker in the school whose work shall consist of assistance rendered teachers in guidance work, counsel given pupils and parents and use of guidance resources in the school and community.

3. Teacher-counselors who are homeroom, subject teachers, care curriculum or teacher-counselors freed from one or two periods for guidance to pupils.

4. Skilled subject teachers who observe pupils accurately as an intrinsic part of their daily teaching and exchange ideas with the teacher-counselor or expert.

The following principles will be assumed as fundamental upon which guidance is founded:

1. The differences between individuals in native capacity, abilities and interests are significant. Accurate observation of the behavior of young children and tests of rapidity of learning and quality of performance as well as other specialized tests indicate a difference in native capacity that is startling.

Ferman's study of range in intelligence of 905 unselected school children is typical of this assumption. Such variations were found - I.Q 126-135 - .55%; I.Q. 126-135 - .2.30%; I.Q. 96-105 - 33.9%; I.Q. 56-65 - .33%.[1]

2. Native abilities are not usually specialized. On the whole individuals do not have abilities so specialized that they can succeed in only one specialized occupation.
3. As I have previously brought out, many important crises cannot be successfully met by young people without assistance.
4. Without question, the school is in a strategic position to give the assistance needed.
5. Guidance is not prescriptive but aims at progressive ability for self-guidance. The meaning of the principle is that the purpose of guidance is to develop the ability of each individual to stand on his own feet and be independent of others. This, of course, is a gradual process for individuals vary in the amount of responsibility that they can assume in a definite time with a fair degree of success.

The entire field of education as well as the field of guidance is in need of scientific research. We need to get real facts

[1]Ferman, L.M., "The Measurement of Intelligence". p. 66, Houghton-Mifflin Company, Boston, Mass.

regarding phases of the educational process, but this is difficult because there are so many variable factors to consider.

Children vary in ability and in their social and economic background; teachers vary in their personalities and use different methods; the demands on the school vary - all these combined with the scarcity of well-trained research workers, make the task of research quite difficult. It is of the utmost importance that we develop a technique that will enable us to secure significant facts, facts gathered accurately and train young people not only to so process facts but to use them.

The most important study to be undertaken in guidance is the study of the pupil. Although we are continually in association with pupils, it is usually true that we know very few facts about them unless we have made a definite study of the individual. Even so, reliable data is very hard to obtain. All information that can be obtained about pupils should be carefully preserved. If it is not needed now, it may prove of vital significance at a later time. A good course to follow in the collection of data is to study carefully the local situation and resources, of the school and the community, find what facts can be secured, determine the facts most needed, organize the program of fact-finding to local needs and facilities.

Record keeping is highly important, but it is equally important to keep the kinds of records which have significance for the edu-

cational program. They cannot have significance for the school unless they are accessible and are made available to the persons who will be studying or using the data. They must represent facts. Any good record system will be cumulative and compact. The forms should be durable and simple, consisting of several fundamental forms.

Principals and superintendents are becoming aware of the fact that it is highly necessary that complete records be kept. The kind of record will vary greatly with different schools.

School records usually contain the following points: place and date of birth, sex, name of father, father living or dead, mother, mother living or dead, address, nationality of father, of mother, occupation of father, number of days absent, number of times tardy, last school attended and cause of leaving school.

The anecdotal record now used in many schools is of great value in getting information for guidance. This record is a cumulative description of actual instances of behavior which has come under observation both good and bad. It is usually accompanied by a comment of the teacher's concerning each situation recorded. It is useful as a supplement to other records.

The individual may also be investigated in exploratory and tryout activities. Each activity in class and out, the formal

studies and the clubs, are agencies for exploration and tryout.

The psychiatrist has a place of value on a guidance program. The psychiatrist is usually a physician specially trained for dealing with diagnosis, treatment and prevention of mental diseases and disorders. Although psychiatry has been slow in its development, nearly every large city has one or more reliable psychiatrists who may be consulted and who will help in the diagnosis of abnormal, mental and especially emotional conditions that effect the individual.

Primarily the work of the visiting teacher has been case work with children who for some reason unknown to the teacher and principal are failing to reach their fullest capacity from their school experience. The visiting teacher will go to the home of the child, the playground, other social agencies and anywhere that she can learn more about the child. In the home she will discuss the plans of the school. She will bring back to the school what she has learned of the child. When she understands the difficulty, she is ready with the teacher, the family and the community to make a plan of solving the difficulties. This is the case method.

Case study refers to the intensive investigation upon the individual case. It employs all types of research methods making use of tests, check lists, score cards, the interview and direct observation.

Outline of the Case Study Method.

I. Information

A. Symptoms.

1. Find child's chronological age
2. Marks received in various subjects
3. Instances of misconduct
4. Lateness and absences from school

B. Examination

1. Psychophysical:

a. Vision
b. Hearing
c. Coordination
d. Speech

2. Health:

a. Height-weight ratio
b. Nutrition
c. Teeth
d. General physical condition

3. Educational:

Standard tests

a. Various kinds
b. Suitable to grade

4. Mentality

Several general intelligence tests

C. Health and Physical History:

a. Serious illness
b. Aperations
c. Height
d. Weight

D. Family History:

a. Ancestry
b. Economic status
c. Culture and atmosphere of the home
d. Relation within the home
e. Parent's attitude toward society
f. Adjustment of parents to American standards
g. Control by parents.

E. School History:

a. Promotions
b. Kind of work done
c. Changed location
d. Quality of schools attended
e. Relation with individual teachers.

F. Social History and Contacts:

1. Church and Sunday School, Boy Scouts, etc.
2. Associates
3. Summer camps
4. Gang affiliations
5. Abnormal Sex history
6. Court Records

III. Diagnosis:

a. Every lead followed

IV. Treatment:

a. Definite systematic treatment

V. Follow-up:

An educational program that is suited to a democracy must be based upon a fusion of the philosophy of a democratic society and the psychological theories hold that the development of personality is the ultimate objective of all social endeavor. The fusion of

philosophy and psychology into a program necessitates that thinking and planning be centered upon providing opportunities that will make possible a maximum growth in personality. Philosophy, psychology, objectives, aims and theories are valuable to the extent that they can be translated in a program of education for our pupils.

This means that the teacher must discover the situation that will provide opportunities for growth in line with democratic principles and the method of teaching that will give the desired growth.

An educational program that is suited to a democracy must have as one of its chief objectives the development of personality.

"The basic virtues of our civilization are honesty, sincerity, truthfulness, cooperation, kindness, affection, will power, poise, self-control, affection, executive ability, inventive and constructive ability, discernment, thinking, purpose and determination, justice, interest, vitality, industry, energy, ambition, public spirit, patriotism and family loyalty. If these are accentuated and followed one will develop normally into a well-rounded personality."[1]

Compulsory attendance laws are of fundamental importance, not only in relation to the study of educational opportunities but also in relation to the consideration of occupational choices.

[1] Messick, J. D., "Personality and Character Development" p. 17.

Copies of such laws should be in the hands of the teacher and anyone having anything to do with guidance should understand its content.

It is important to secure reliable information and assemble it for use in guidance, but this is not guidance. It is entirely preliminary to the actual guidance of pupils. We might have the school office full of facts about pupils, schools and occupations yet the school will be no better off unless the material is used to the pupil's advantage in guidance. A study must be made of the information obtained and of the best way to put it to use.

The pupil should see the counselor for the following reasons:

1. When it appears necessary to drop out of school because of -

    a. Ill health
    b. Economic pressure at home
    c. Failure to get along in school

2. When questions arise concerning school work:

    a. In deciding the course to take
    b. In choosing an elective
    c. In changing a course
    d. Poor class work not due to lack of application

3. When considering his future after graduation:

    a. If he wishes to work
    b. If he plans to go to college
    c. If he is undecided

When pupil and parents should see the counselor:

1. In planning for the future
2. Concerning poor class work
3. Concerning transfer
4. Necessity of stopping school if under sixteen.

The most effective interviews are generally carefully planned in advance. It is highly desirable that the pupil feel the need of solving a problem. A place that is quiet orderly and apart should be provided. The counselor should prepare and bring together all available data. The interviewer should be cordial and pleasand and should avoid showing evidence of fatigue, pressure, irritation or anxiety.

The following technique has been suggested by Paterson:[1]

a. "Begin with the student's chief interest and make this the cornerstone of subsequent conversation and planning.

b. Attempt to determine the essential problems as early as possible.

c. Listen to the student's story, helping him to supplement omitted pertinent facts and to keep the conversation directed on the subject. In short, be a good listener. The interviewer should refrain from registering surprise or shock at anything the student may say.

d. Avoid the role of teacher. Put yourself on a level with the student, evidencing a sincere interest and faith in him.

e. Be straight-forward and frank and avoid the "Polyanna" attitude.

[1]Paterson, Schneidler and Williamson, "Student Guidance Techniques." pp 9-12.

f. Help the student to face the facts unemotionally.

g. Stimulate self-examination and self-appraisal.

h. Attempt to get at the facts, to distinguish the relevant from the irrelevant and to see relationships.

i. Present the facts in such a way that the student may see them objectively.

j. Avoid deflation

k. Let the suggested plans for action be those of the student, logical outcomes of a mutual seeking for the solution.

l. Make suggestions which are specific rather than general."

It may be necessary to supplement the interview with additional information. The interview should terminate with tact and satisfaction. Immediately afterward the facts should be recorded for future reference.

PART TWO - DEVELOPING THE PROGRAM

No full-fledged guidance program can be imposed on a school. The most effective program will grow from within the school under the encouragement of a faculty working together on it as a project. The development of such a program involves cooperative planning of teachers and principal in working out together the course of action.

The principal should initiate the planning and make it both possible and desirous for teachers to contribute toward its success.

The teacher, however, is the key person in the development of the guidance program. She is in intimate daily contact with pupils and by virtue of this strategic position can study pupils both as individuals and as members of a group and guide them in their relationship to society of which they are a part.

Guidance in the elementary school is concerned with helping the child to make choices appropriate to his age and school progress and to adjust himself to school and to society (life out of school).

In the kindergarten or first grade one of the chief functions of guidance is to assist the child in the transition from home to the school.

In the school, life is somewhat regimented; it calls for specific tasks to be done at a definite or stated time while in the

home the child is relatively free from such restrictions. This transition is very difficult for most children and causes maladjustments to occur. As children grow older, differences in mental and physical equipment are more apparent and more important. These differences which should be cared for make guidance in the elementary school especially important.

Neglect of problems of the elementary school may result in emotional disturbances which may seriously affect the personality patterns of the child concerned.

It is all too common to think of guidance as beginning with the secondary school. Good teachers have always given guidance in connection with classroom procedure, but guidance in this respect does not come from a definite planned program neither is it peculiar to any grade. The concept of guidance is confused with vocational guidance which had its beginning in the secondary school.

Stolz reflects the viewpoint and practice in Oakland, California:

"The concept of individual guidance as a distinct aspect of the educative process comes to us from the philosophy of the secondary school, but the practice of individual guidance has always been an essential part of the good teaching in the elementary grades. Indeed, it may be boldly stated that in our educational sequence the emphasis upon fitting experience to the peculiar needs of

each pupil is most obvious in the nursery school and becomes more and more obscure at each successive level, until in graduate and professional training it is hard to find any trace of it."[1]

In the elementary school much guidance comes through fitting the curriculum to the needs of the child. The responsibility of the principal is to initiate faculty planning for the study of pupils as individuals, for organizing the curriculum and for redirecting teaching procedures so as to provide a learning situation which provides opportunity for maximum development of each child.

According to a recent bulletin[2] from the state department, the needs of children are:

1. Proper health habits
2. Affection and friendships
3. A sense of security
4. A recognition of reality
5. A recognition of authority
6. Self-direction
7. A normal amount of success
8. Opportunity to assume responsibility
9. Opportunity to express and share one's ideas
10. Opportunity to assist in planning and directing one's own affairs
11. Acquisitions of skills, techniques and knowledge that have functional values in life
12. Learning intelligent methods of working individually and in groups
13. Developing an inquiring mind
14. Learning to consult teacher and parent

[1]Stolz, H. R., "The Meaning of Individual Guidance in the Elementary School", 1938, pp 7 - 8.

[2]Florida School Bulletin, Vol. 9, Jan. 1947, State Department of Education.

In the elementary school children need physical conditions necessary to health and growth, opportunities to talk and play with other boys and girls, parent's affection and understanding, inspiration in seeing the beauty around them, sharing according to ability in work and play, sense of belonging to a group, counsel in times of crises and faith in the future.

During this period of observation of the child, interest is taken in what he says; what he does; how he reacts to certain situations; his interest and skills and the attitude of others toward him. Any signs of communicable diseases, fatigue, emotional disturbances, malnutrition and maladjustment should be taken to help the child wherein he needs help.

Vocational guidance begins in the elementary school through the discovery of aptitudes and interests, the encouragement of hobbies, and in studying the things that people do to make a living.

In the elementary school, we would do well to utilize for guidance purposes the material and the activities that are organized for the aims of general education. Place emphasis on material from life situations, first-hand experiences with numbers in actual life problems instead of "puzzle problems."

In Geography, place emphasis upon social situations, occupations, local community, influence of climate on life, local places of interest instead of on far-away or unimportant places.

Modern readers are full of helpful stories in the realms of experience. Often these stories center about the farm, the grocery and the post office. The intermediate grades through social studies and mathematics provide some orientation regarding production, distribution and consumption of wealth as they involve vocational activities.

The elementary school can contribute greatly to the success of the high school guidance program by providing an adequate record of the responses of the child to the various phases of his elementary school life.

In the elementary school the whole child is considered in educational planning. We must plan to enrich the child's life at each level and integrate it with his work of the past. This continuity in growth demands a continuity in our program.

The social development of a child in school is largely the result of his association with his class group. The group standards of the individual in his desire to become an accepted member of the group.

The guidance of the group, therefore, constitutes one of our major problems. Under wise guidance it is possible for a group to develop properly by profiting from its mistakes and learning from its experiences. Guidance, to be effective, must have at

its command clearly defined objectives, proper social situation and effective teaching methods.

The teacher should seek to develop the personalities of her pupils, and to seek to develop in her pupils the attitudes and abilities essential to successful participation in a democracy. She must be an active member of the group by working with the children upon their level toward a realization of their common objectives. She must stimulate pupils to do their own thinking and arrive at solutions to their own problems. In this way pupils assume more ability to direct themselves and to profit from their mistakes.

She must exemplify in all her acts a feeling of membership in the group and must attempt to create areas within which pupils are free to associate and work together upon a friendly and helpful basis.

In her attitude toward her pupils she must use the "we" attitude rather than "I". Such questions would be effective: "What was wrong with our lesson?" "Why did we waste so much time?" "What must we do in order to improve our discussion period?"

If an approach of this kind is used, the pupils will give answers and suggestions which will prove helpful and they will learn to meet situations intelligently.

In the upper grades it will prove helpful to have a chairman of the group. With him the teacher can evaluate the discussion period and plan ways in which the thinking of the class can be made more efficient.

Tradition in American education gave to the teacher a position of dominance in her class group. Education with modern philosophy and psychology demands that she must: (1) "Identify herself with the common interests, purposes, and problems of her group; (2) work with them toward the achievement of these objectives; (3) evaluate her activities in terms of pupil growth and development.

Personal qualifications of the classroom teacher may be classified as follows:

1. Genuine interest in children
2. Respect for personality
3. Attitudes and abilities which enable her to feel, think, and act as a real member of her group
4. Impersonal and objective attitude toward offenses
5. Constructive attitude toward children's offenses
6. Sense of relative values
7. Sense of humor
8. Self-control and poise
9. Worthy of respect and confidence."[1]

The teacher must be sincerely interested in children as individuals, eager to know them as friends and to help them develop. She must be able to identify herself with her pupils' interests, problems, and purposes. She must respect the individual,view mistakes as normal phases of the growth process, and

[1]Hollingshead, Arthur D., "Guidance In Democratic Living" p. 120

aim for correct responses. According to Wickman[1] there is a need for re-orientation in respect to seriousness of children's behavior problems. Laughter is natural with children and has a place in every classroom. Poise and emotional stability in teachers begets self-control and poise on the part of the pupil. At all times the teacher must be true to the respect and confidence of her pupils.

The elementary schools have avoided largely the tendency to establish guidance as separate to the other activities of the school as the high school has. This act would seem to be more in their favor than against it. The kindergarten and first grade readily discover the child who is shy, frightened, unhappy, specially gifted or of low ability.

By sympathetic counsel, organization of activities and mutual understanding with the home she helps him overcome his difficulties.

Important services are contributed in the elementary school by the school nurse, the visiting teacher and the psychologist.

Definite guidance should be given in grade six to help bridge the gap between the elementary and the junior high school. How extensive guidance plans should be at this grade will depend on circumstances peculiar to the secondary school. Certainly, to be effective, it must be a continuous process.

[1] Wickman, E. K., Children's Behavior and Teachers' Attitudes.

The following are considered important:

(1) Adjustment to the new school

(2) Problems connected with advanced learning

(3) Desirable length of school attendance

(4) Emotional problems

(5) Physical and social needs

(6) Tentative choice of occupation.

Nearly all of the group guidance courses cover the following general topics:

[1] "(1) Orientation to the school

(2) Improvement of study habits

(3) Improvement of personal adjustments

(4) Development of social relationships and responsibilities.

(5) Self-appraisal

(6) Formulation of life goals

(7) Development of plans for education

(8) Preparation for the next school

(9) Tentative selection of an occupation."

A program might be worked out for the junior high school in the English Department as follows:

Unit I. Know our School

a. Library
b. Clubs
c. Program

[1] Jones, Arthur J., "Principles of Guidance" p 300.

d. Home Room
e. First Impressions of Our School
f. Hobbies
g. Marking System
h. Playing the Game
i. Conduct in halls and classrooms
j. Our guidance program
k. Purpose of education
l. Local school system

Unit 2. Know Ourselves

a. Our autobiography
b. Our study habits
c. Our method of study
d. Manners and courtesy
e. Personality
f. Conduct
g. Our health
h. Our games
i. Our books
j. Our lessons

Unit 3. Know Our Community

a. Our Police Department
b. Our Safety Practices
c. Our Water Supply
d. Our public parks
e. Safety of our highways
f. Our Health Department
g. Our P.T.A.
h. Lewis Plantation
i. Chinsegut Hill
j. Our resources.

Unit 4. Know Our Classmates

a. Class officers
b. Club membership
c. Outstanding personalities
d. Council members

Unit 5. Exploring Our Interests and Abilities

a. Choice of electives
b. What clubs should I join?

c. Earning money
d. Cultivating good attitudes
e. Qualities needed for success
f. How to meet the public
g. Am I a good speaker?
h. What constitutes good leadership?

Unit 6. Securing an Education

a. Exploring the future
b. Success in a vocation
c. Selling your services
d. After high school, what?

Unit 7. How I May Help My Community.

a. Service to the community
b. Returns from community
c. Opportunities for local success
d. College or employment
e. Choosing an occupation

In the mathematics class the money value of an education can be vitalized by the use of various kinds of graphs as bar graphs, circle graphs and line graphs. Data as the following may be used.

Earning power of two groups of Brooklyn citizens was tabulated. One group leaving school at 14 earned in 11 years $5,112.50; the other group leaving school at 18 earned in 7 years $7,337.50, showing "What Four Years In School Paid."[1]

A second illustration from the same source on "Education and Statesmanship."[1] One per cent of American men are college graduates yet this one per cent of college graduates furnishes:

[1]"The Money Value of Education" U.S. Bureau of Education, 1917, Bulletin No. 22.

50% of our Presidents
35% of the members in Congress
47% of the Speakers of the House
54% of the Vice-presidents
62% of the Secretaries of State
50% of the Secretaries of Treasury
67% of the Attorneys-General
69% of the Justices of the Supreme Court

Excellent use could be made of such pertinent statements:

Today the world wants trained men and women.
High school offers excellent training for professional and skilled occupations.
Lack of education handicaps you.
Give yourself a fair chance in Life.

After the junior high school education, guidance tends to become more specialized. Many pupils will drop out of school and others will transfer to different schools; vocational interests will necessitate many types of adjustment. For this reason, a more specialized and intensive guidance service is necessary in the secondary school.

In addition to studies of occupations and exploratory work experiences, preparation for occupations would involve a choice in subjects, and of schools or colleges. Vocational guidance cannot be separated from educational guidance. In carrying on the guidance idea from the junior high school the following steps are important:

(1) pre-high school registration and contacts.

(2) continued guidance and counseling practices

(3) participation in school activities as a means of educational and vocational guidance

(4) follow-up drop-outs and graduates.

In educational-vocational guidance the teacher may aid vocational choices by providing information about occupations and trends, by stimulating wise choice of careers - according to their interests and abilities and by fostering independence in judgment.

In personal and social guidance, the teacher should help the child realize his problems and adjust himself to the situation; help him develop a wholesome attitude toward the opposite sex; to help him appreciate the significance of marriage and home relations; to foster a spirit of independence and to help him adjust satisfactorily to his group.

We cannot make any hard and fast classification of problems because they vary so much. There is much disagreement on the part of educators as to which problems should concern the teacher and which the counselor in guidance. They are certainly very closely related and often overlap. In general the personnel worker could likely give better assistance with non-classroom problems, leisure time, and vocation problems, however, if the work is to be successful each must supplement the work of the other.

Guidance in the secondary school should carry to a successful conclusion the guidance begun in the elementary school. Accepting children as they are in the elementary school the school attempts

to so guide each pupil that he becomes a happy, well-adjusted, self-directed and reliant citizen who seeks opportunities for continued self-improvement and education.

The State Department of Education suggests the following as important phases of a functional guidance program[1]: "(1) pre-high school registration and contacts as a means of more effectively bridging the gap between junior and senior high school; (2) continuous guidance through home room and classroom counseling and practices; (3) participation in school activities as a means of educational and vocational guidance; (4) follow-up of drop-outs and graduates."

As a means of pre-high school guidance pupils should be given information concerning the program of the high school. Tentative registration should be required in junior high school and pupils be made familiar with all available bulletins or handbooks of the high school.

Some of the important aims and purposes of educational guidance are:

(1) To help the pupil secure information concerning the possibility and desirability of further schooling and to determine the value to himself of this schooling.

(2) To help him to secure definite information as to courses and curriculum of the school he now attends and any that he might wish to attend.

[1]Florida School Bulletin, Volume 9, January, 1947. State Department of Education.

(3) To give him an opportunity of experience in various studies in high school as an insight into intelligent choice of college, school course, etc.

(4) To help him adjust to the curriculum of school or college and to its social life.

No matter how efficient the guidance program has been in the lower school, certain adjustments are necessary in the secondary school. The adjustment is made along the same general lines as that described for the junior high school. It is performed by: personal counsel, conference, class discussion, home-room sponsor, principal, teacher and student-counsel.

If proper guidance has been given previous to high school admittance, there will be few requests for schedule changes of the courses chosen in high school. In schools not administering guidance repeated schedule changes must be made which demand interruption of the school program, loss of much time and confusion.

Emotional disturbances occur here as well as in junior high school. They differ somewhat according to the maturity of the child, but it is safe to say that they are similar to the emotional disturbances found in junior high school and require similar treatment.

The most important educational choice for which the senior high school is directly responsible is that of education after the completion of high school.

In preparation for making this decision, one should secure all facts from school records, intelligence tests, personality ratings about the pupil, information about schools and courses before proper guidance can be given. If this guidance is done properly, most of the failures in college of improper classification will be eliminated. Proper classification will help to reduce failures in college, but will not prevent all failures. Some failures occur because the pupil is not prepared for college; others because he selected the wrong college or the wrong course and others from lack of application and adjustment.

It is recommended that follow up be made of high school graduates for at least one year.

The school program offers excellent opportunity for guidance. Similarly the general subjects, even as taught, are full of valuable material for guidance purposes.

When the instructor realized the guidance value of his subject, he will find new opportunities to enrich and vitalize it.

Recent noteworthy and worthwhile development in the secondary school is the inclusion of units of teaching regarding occupational information. These activities are often supplemented by visitations to jobs and work experience. Such procedure is valuable, but it does not provide the essential element of "vocational guidance" even though it is closely supplementary to it.

It is well to coordinate units of vocational guidance with units on occupational information in a social studies program or in English courses. This would be suitable in a "career" course or senior problem course.

The school library contains books dealing with phases of guidance. A few selections will suggest possibilities in this respect:

a. "The Iron Trail" by Rex Beach

b. "Sue, Barton, Student nurse" - Helen D. Boylston

c. "Careers Ahead" by Joseph Conter

d. "Emmy Lou" by George Madden Martin

e. "Roast Beef Medium" by Edna Ferber

f. "Girls Who Did" by Helen Josephine Ferris.

Pupils may be acquainted with occupations; by use of motion pictures, by listening to good speakers on vocational subjects and by radio comment.

Another phase of guidance in public schools is connected with try out and exploratory courses. To be of value these courses must be offered prior to choice of occupations. In addition to subjects offered, the various clubs and student activities furnish an opportunity for exploration that is often useful in occupational choice.

Many students hold out-of-school jobs and vacation jobs thereby gaining actual experience and knowledge of what the trade demands.

Much useful information regarding occupations may be obtained in pamphlet or leaflet form from governmental or private agencies. One of the best sources is Occupational Information and Guidance Service of the U. S. Office of Education, Washington, D. C.

Much of the preceding related instructional material will be suitable for integration with the nineteen unit plan which follows.

The nucleus of the unit plan containing nineteen sessions was taken in part from Educational Bulletin No. 15, California Test Bureau, Los Angeles, California.

It was suggested that the plan be modified to meed the needs of the school in question.

Following is a list of tests which are highly recommended. Other tests may be substituted for the ones given in the outline. The ones listed are standard tests and can be secured from the California Test Bureau at small cost.

Tests:

a. Gates - Strang Health Knowledge Tests, Teachers College, Columbia University, N. Y.

b. The Rogers Strength Test, Teachers College, Columbia, N.Y.

c. Otis Quick-Scoring Intelligence Test, World Book Co., N.Y.

d. Standard Binet Intelligence Test, Houghton Mifflin Co., New York

e. Stenquise Mechanical Aptitude Test, World Book Co., N.Y.

f. Seashore Measures of Musical Talent, Silver Burdett Co., New York

g. California Test of Personality - California Test Bureau, Los Angeles, California

h. MacQuarrie Test of Mechanical Ability - California Test Bureau, Los Angeles, Cal.

i. California Capacity Questionnaire - California Test Bureau, Los Angeles, Cal.

j. Occupation Innovation Inventory - California Test Bureau, Los Angeles, Calif.

k. Metropolitan Achievement Test, World Book Co., N. Y.

l. Kefawer-Hand series (Battery of 6 tests) World Book Co., N. Y.

The framework for a plan of organization for guidance is suggested as follows:

Part I.

Guidance as related to school progress.

Part II.

Organization for Vocational, Personal and Social Guidance.

Guidance should be given a definite place on the school program. A member of the school personnel should be given the responsibility for the organization and supervision of the program.

Each teacher should have some counseling functions.

This plan must be evidenced by mutual interest and approval of the administration; by mutual interest and cooperation of the school personnel.

Official status must be accorded.

(Adequate date must be collected. Records of all kinds perused.)

Systematic plan for organization of pertinent information be

adopted.

Provide in-service training for vocational guidance.

Establish: a. Advisory service, Consultant service

b. Faculty committees

c. Occupational Research

d. Community Survey

Method: a. Traditional by case study

b. Modern

The traditional method has been the case study technique of accumulating by testing, interviewing and otherwise pertinent information relative to a given pupil. Practically all of the information thus attained is restricted to the use of counselors, school administrators and teachers who with the pupil decide what is best for the pupil. It is my sincere belief, as set forth in this paper, that the pupil himself should come to a decision based on the evidence secure and its implication for himself.

The modern plan of guidance places the matter of the final decision with the pupil. Which practice a school would use would hinge on the kind of philosophy it has. It would seem that the traditional method is not entirely in harmony with the new method of guidance. In the new method students are given pertinent information and assisted in gaining insight into test data. The test data is valuable, but it is not to be regarded in and of

itself as complete accuracy.

Under this plan competently trained teachers or counselors administer the tests and assist pupils in interpretating the data in connection with regular classroom procedure.

In the traditional plan, the tests are given, scored and filed in a cumulative folder in order to provide basic data for the interview with the counselor.

In the modern trend, the tests are administered according to standard practice, but the test information is utilized by teachers or counselors in showing individual differences, competencies and limitations. By use of this method, the pupil may make a more appropriate choice and a more adequate life adjustment.

Part III.

The basic data which might be obtained by use of tests and inventories include occupational interests, degree of intelligence or mental maturity, status as to personal or social adjustment, accuracies in basic skills, special abilities or aptitudes.

Part IV.

Integration of test results with all other available information concerning the child in making ultimate decision.

Part V.

Appraise the plan and evaluate the results.

Unit Plan for Group Study

The following outline provides the nucleus of a testing program which may be organized as a unit in English, social studies, social living or in orientation or guidance courses in these grades.

1st Session. An explanatory discussion concerning the purpose and plan of the course. Explain increasing use of scientific methods in personnel work and in guidance activities. Arrange for brief discussion of occupations, training requirements and importance of each individual's selection for which he is suited. End the session by requesting that each pupil make a tentative choice of an occupation or of a specific field of work.

2nd Session. Students take Lee-Thorpe Occupational Interest Inventory or similar occupational test.

3rd Session. Lee-Thorpe Occupational Interest Inventory either scored by director and returned or scored by pupils. Scores interpreted. Questions answered. Data recorded on a "Cumulative Profile."

4th Session. Explanatory discussion period on factors other than occupational interests that should determine occupational choice as interest, intelligence, personality, ambition, health, etc. Students fill out "Guidance Record Blank."

5th Session. Students take the California Test of Personality (Advanced series for high school.)

6th Session. A lecture and discussion period on the nature of personality and its relation to and importance in the choice of an occupation and in successful living.

7th Session. Personality test results studied. Questions by pupils answered. Do students have personality qualities which will contribute to success in the occupations selected? Students report any change of attitude as a result of this test after a discussion is given of desirable qualities for his particular vocation. Each pupil records the test results in the Cumulative Profile.

8th Session. A lecture and discussion period on the importance of learning (reading, mathematics and language) in preparing for occupations tentatively selected, in going on to college, and for present day living.

It is recommended that the entire student body take Progressive Achievement Tests once a year.

9 -10 - 11th Sessions. Students take Progressive Achievement Tests - (advanced Battery)

12th Session. Tests scored and returned to students. Interpretation of scores explained. Examine Diagnostic Analysis of Learning Difficulties. Assist students in preparing their analyses. Answer questions. Do students have the reading, mathematics, and

language skills necessary for occupational choices or for college entrance? Students report any modifications of plans which result from taking this test. Data recorded by each pupil on Cumulative Profile.

13th - 14th Sessions. If mental maturity test data are not available, give "California Test of Mental Maturity." Several tests are recommended.

It is recommented that all students take a mental maturity test using Intermediate series in grade nine and advanced series in grade twelve.

15th Session. Group interpretation of "California Test of Mental Maturity." Chart scores.

16th Session. A lecture and discussion period on the relation and nature of special aptitudes to occupational choices. Students choose the fields in which they wish to take specific aptitude tests next period.

17th Session. Students take tests chose as mechanical, clerical, artistic, musical, etc. This may take more than one period.

18th Session. A general lecture and discussion period reviewing the relation of all tests taken and other data collected. Individual conferences arranged for further interpretation and individual counseling.

Evaluation is concerned with setting up objectives, stating

the outcomes in terms of pupil behavior and determing the degree to which these objectives have been attained.

The plan provides for guidance in the general school program which is in line with the principles set forth that "guidance is a function that pervades all aspects of the education program." "It is a function of the whole School."

Vocational guidance has a definite place on the school program. The Florida program on guidance states "It has become the responsibility of the schools to accept at least three kinds of responsibilities to the children:

(1) the responsibility for teaching knowledge and skills,

(2) the responsibility of sharing in the routine duties of the school

(3) the responsibility for counseling and advising with individual pupils on their problems connected with (a) choice of educational experiences; (b) choice of a vocation in which they can succeed and be happy; (c) development of desirable personality, character, and citizenship traits and attitudes." The value of testing was stressed under the "Methods of Investigation in Guidance."

Before the working aspect of the program could be appraised, it would have to operate in a secondary school under the program as planned.

I am submitting an outline of a plan, hoping that it will serve as an aid to those who are interested in developing a program of guidance in the secondary school.

As far as my own work is concerned, I believe that I shall be better prepared for guidance in the secondary school after having made this study.

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